

It is the **mission** of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

# MANSFIELD PUBLIC SCHOOLS

## 2019 Development Plan 2020



### **We Believe:**

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

# DISTRICT FRAMEWORK



1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.
2. The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.
6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

**STATEMENT 1:** The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.



## PRIORITIES

- Establish Curriculum Teams in the four primary content areas
- Design and implement Summer Curriculum Writing Institute
- Develop a shared understanding of the qualities and characteristics of 21<sup>st</sup> century student work
- Continue to develop school-based social skill programs

## Measureable Goals & Outcomes

- 90% of staff will indicate in school surveys that they have a clear understanding of the curriculum goals and expectations for students.
- Curriculum maps that define the goals, over-arching understandings, skills, learning progressions, and assessments in each content area and for each of the Portrait of the Graduate skills will be developed to support unit and lesson design.
- A progression of social and emotional skill development will be defined and utilized in classroom instruction
- School behavioral data will show an increase in positive behaviors.

# ACTIONS & INITIATIVES

## Establish Curriculum Teams in the four primary content areas

- Curriculum team members will participate in two days of leadership training and action planning in August and an evening program mid-year to support attainment of the MPS Development Plan.
- Curriculum teams will work with all faculty to craft the beginnings of common performance assessments used to evaluate attainment of curricular outcomes.
- Curriculum teams will monitor the effectiveness of curriculum and instructional practices by regularly reviewing student performance data.

## Design and implement Summer Curriculum Writing Institute

- Continue to develop design process for student-centered curriculum and assessment designed to meet the needs of the 21<sup>st</sup> century learner.
- Design summer curriculum development and instructional planning institute.

## Develop a shared understanding of the qualities and characteristics of 21<sup>st</sup> century student work.

- Develop curriculum map for each of the Portrait of the Graduate skills that define goals, over-arching understanding and skills for each.
- Work with teachers to develop and assess instructional practices that support attainment of the 21st Century skills defined in Mansfield's Portrait of the Graduate.
- Support implementation of student-centered instructional practices and project-based learning experiences throughout the schools including the introduction of a project-based planning template.
- Share newly developed definition of student-centered learning with staff and promote use when planning instruction.

## Continue to develop school-based social skill programs

- Use data from 2018 student and parent surveys to extend the work of school climate initiatives in each school.
- Continue work of Social and Emotional Learning Task Force with a focus on defining a continuum of skill development and strategies to support development.



**STATEMENT 2:** *The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.*



## PRIORITIES

- Implement a student centered literacy program in grades K-8.
- Support the transition to Next Generation Science Standards.
- Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.
- Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.
- Provide enrichment experiences to students to extend the curriculum and promote use of 21<sup>st</sup> century skills.
- Support K-8 teachers in the related arts in the implementation of new national and State standards.

## Measureable Goals & Outcomes

- 80% of students will meet expectations in English/Language Arts as measured by State and local assessments.
- 75% of students will meet expectations in mathematics as measured by State and local assessments.
- 90% of students in grades 5 and 8 will meet expectations in science as measured by State and local assessments.

### **Implement a student centered literacy program in grades K-8.**

- Build a common understanding of grade level performance expectations in language arts and implement a revised assessment plan.
- Continue to support teachers in the implementation of a workshop approach to developing reading and writing skills in grades K-6.
- Support teacher's on-going assessment practices to promote "just in time" instruction for all students.

### **Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.**

- Engage teachers in evidence-centered reviews of student performance to support planning for instruction.
- Conduct annual review of student performance for all students enrolled in intervention and special education programs.
- Continue to utilize teaching interns to supplement English Language Learner instructional programs.

## **ACTIONS & INITIATIVES**

### **Support the transition to Next Generation Science Standards in grades 5-8.**

- Pilot NGSS aligned units in grades K-8.
- Begin to craft assessment strategies consistent with NGSS in grades 3-8.
- Build teacher understanding of NGSS Standards in grades K-4.

### **Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.**

- Implement use of digital tools that support individualized learning and enhance development of the skills defined in the Mansfield Portrait of the Graduate.
- Introduce use of new data management system to support monitoring of student performance.
- Utilize digital tools that provide intervention support to students.

### **Provide enrichment experiences to students to extend the curriculum and promote use of 21<sup>st</sup> century skills.**

- Provide project-based and STEM learning experiences to students through the enrichment program at the elementary schools.
- Continue to provide NGSS aligned science instruction led by enrichment teachers to elementary classrooms throughout the district.
- Continue to integrate enrichment experiences in content area instruction throughout the middle school.
- Continue to provide enrichment in mathematics at MMS and as needed in the elementary schools.

### **Support K-8 teachers in the related arts in the implementation of new national and State standards.**

- Provide collaboration opportunities to support program development for teachers in the arts across the grades.
- Continue to support revision of curriculum across the arts.

**STATEMENT 3:** The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.



## PRIORITIES

- Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.
- Map backwards to define expectations for each grade in the content areas listed above and identify assessment strategies that include 21<sup>st</sup> Century skills to measure student progress toward these expectations.
- Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas.

## Measureable Goals & Outcomes

- 75% of students will demonstrate expected growth as measured by STAR assessments in reading.
- 75% of students will demonstrate expected growth as measured by STAR assessments in mathematics.
- 80% of students will demonstrate attainment of end of grade expectations in reading as measured by commercial and locally developed assessments as defined in the district assessment plan
- Teachers will utilize performance assessments to measure application of content knowledge and 21<sup>st</sup> century skills.
- School teams will meet 3 or more times per year to review assessment data to both monitor student performance and plan future instruction.

# ACTIONS & INITIATIVES

**Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.**

- Curriculum teams, working with all faculty, will develop curriculum maps that define goals, over-arching understandings skills, learning progressions, and assessments in each content area.
- Begin development of cornerstone tasks designed to support attainment of curriculum goals and evaluate student performance across content areas and Portrait of the Graduate skills.

**Map backwards to define expectations for end of each grade in various content areas and identify assessment strategies that include 21<sup>st</sup> century skills to measure student progress toward these expectations.**

- Use Portrait of the Graduate benchmarks as criteria for evaluating student performance in 21<sup>st</sup> century skills.
- Define multiple strategies and practices for evaluating Portrait of the Graduate skills and consider reporting mechanisms.

**Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas.**

- Promote formative assessment practices which allow teachers to evaluate student performance during instruction along a progression of skill development in order to provide “just in time” instruction.
- Implement new data management system for collecting and reviewing student performance data.
- Engage teachers in the analysis of data from State and local assessments and classroom evaluation practices to be used in instructional planning.



**STATEMENT 4:** The district supports embedded professional development that advances the goals of the district and engages staff in continuous improvement.



## PRIORITIES

- Develop a common understanding of “embedded professional development” and use these practices when defining professional learning experiences for staff.
- Develop a district professional learning plan for the Board of Education, administrators, teachers, and paraeducators that advances the goals of the district.
- Create school professional learning plans that integrate educator evaluation expectations with school and district goals.

## Measureable Goals & Outcomes

- 85% of staff will respond positively to staff survey questions regarding the professional supports provided throughout the year.
- 85% of staff will respond positively to survey questions about the quality of the professional growth experiences provided throughout the year.

**Develop a common understanding of “embedded professional development” and use these practices when defining professional learning experiences for staff.**

- Time will be provided for collaboration across grade levels within schools and departments and across schools and departments.
- Professional learning practices that place teachers in classrooms learning from and with each other during the implementation of instruction will be used throughout the district.
- Teachers and administrators will participate in Instructional Rounds to build common understanding of effective school and classroom practices.

**Develop a district professional learning plan for the Board of Education, administrators, teachers, and paraeducators that advances the goals of the district.**

- Identify the professional learning experiences necessary to advance the work of the district and successfully address district and school priorities.
- Seek feedback from teachers regarding the quality of the professional learning experience and the effect of the experience on their practice.

## **ACTIONS & INITIATIVES**

**Create school professional learning plans that integrate educator evaluation expectations with school and district goals.**

- Each school and district department will create a professional learning plan designed to provide the support needed to advance the goals of the district and schools.
- Teacher evaluation goals will reflect the goals of the school and district and include teacher identified professional learning activities to support individual professional growth.
- A revised teacher evaluation plan which included action research designed to promote professional learning and improved student performance will be implemented.

**STATEMENT 5:** The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.



## PRIORITIES

- Enhance communications with Mansfield families.
- Work collaboratively with families to support student learning in the academics, the arts, and social and emotional health.
- Work with local agricultural agencies and organizations to promote and support farm to school initiatives.

## Measureable Goals & Outcomes

- In parent surveys, 90% of families will respond positively to questions focused on communication practices.
- 80% of families will respond positively to feedback sought after parent support programs.

# ACTIONS & INITIATIVES

## **Enhance communications with Mansfield families.**

- Work collaboratively with the Board of Education to develop and distribute a district newsletter to families 3 times per year and contribute to town publications as invited.
- Meet with district Parent Advisory Committee 4 times per year.
- Maintain special topic webpages to share detailed information on such topics as the facilities planning study, budget, and more.
- Work with town administration to implement a Mansfield branding project.

## **Work collaboratively with families to support student learning in the academics, the arts, and social and emotional health.**

- Continue to sponsor family events in the schools that celebrate the young child and the diversity of our community.
- Hold Learning Exhibitions in each school to celebrate student learning with parents and the community.
- Engage families in surveys and other input experiences throughout the school year.
- Invite parents and community members into the schools to support student and adult learning and to collaborate on such work as the Social and Emotional Learning Task Force.

## **Work with local agricultural agencies and organizations to promote and support farm to school initiatives.**

- Continue vegetable processing program to provide local foods to Mansfield children throughout the year.
- Promote local agriculture in our cafeterias during Farm to School month (October).
- Support Community Dinner program through Taste of Mansfield and Mansfield Food Services.

**STATEMENT 6:** The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.



## PRIORITIES

- Work in collaboration with the Town of Mansfield School Building Committee to plan for the building of a new elementary school.
- Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

## Measureable Goals & Outcomes

- Create a plan for the future of all school facilities.
- Contain operating costs to an average increase over five years of 3% or less.



## ACTIONS & INITIATIVES

### Ensure a plan for the future of all Mansfield Schools.

- Continue with planning for elementary facilities pending outcome of referendum.
- Develop comprehensive plan to address needs of the middle school.

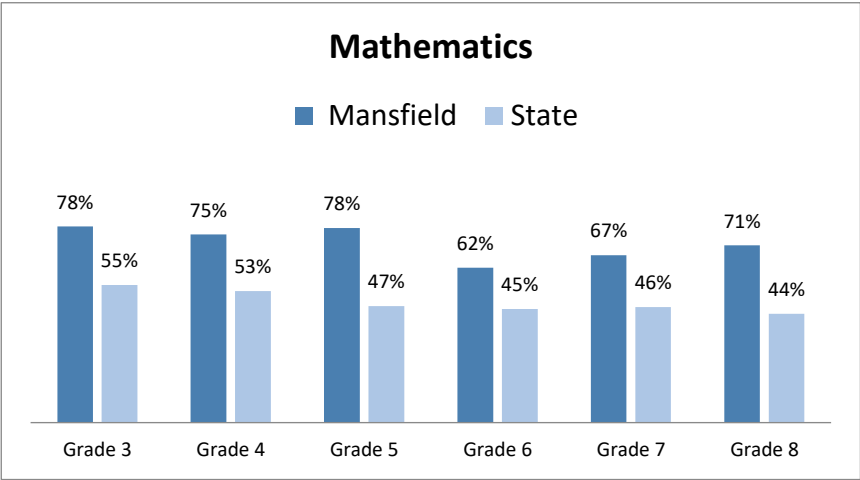
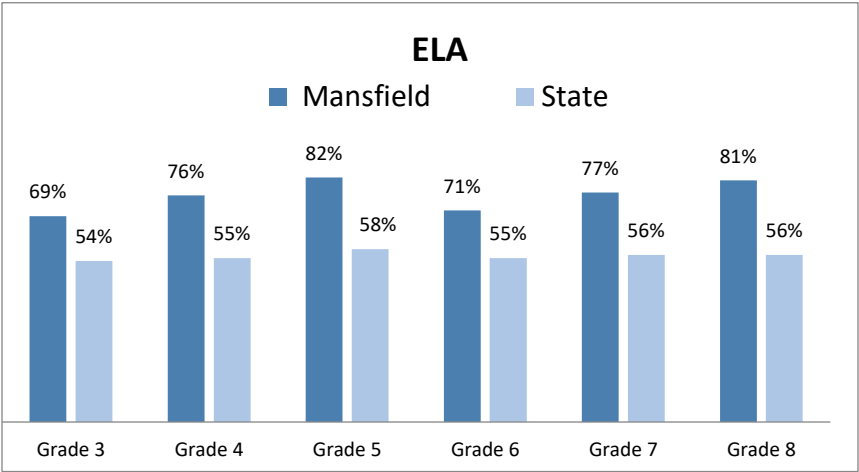
### Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

- Engage administrators in a budget development process that examines all expenditures in light of current priorities and goals.
- Prepare presentations and communications to share with the public that provide detailed information about the budget proposal.
- Work with parent groups to promote understanding and support of the budget.

# Smarter Balanced Assessment

Percentage of Students Goal or Above

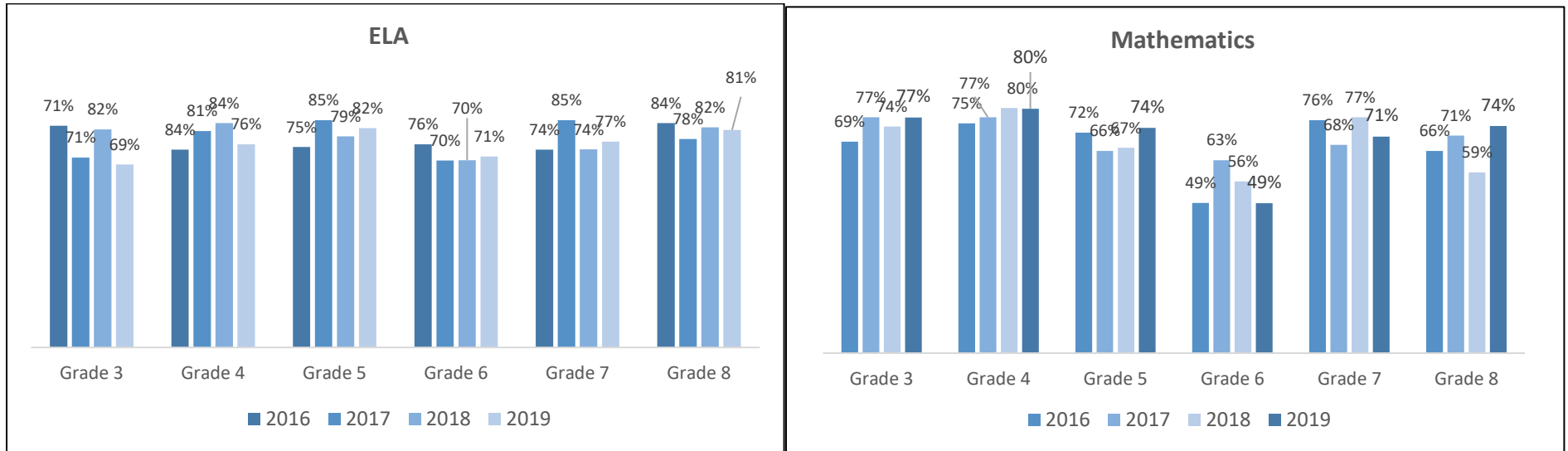
2019



**Science**

**Awaiting 2018-19 Results**

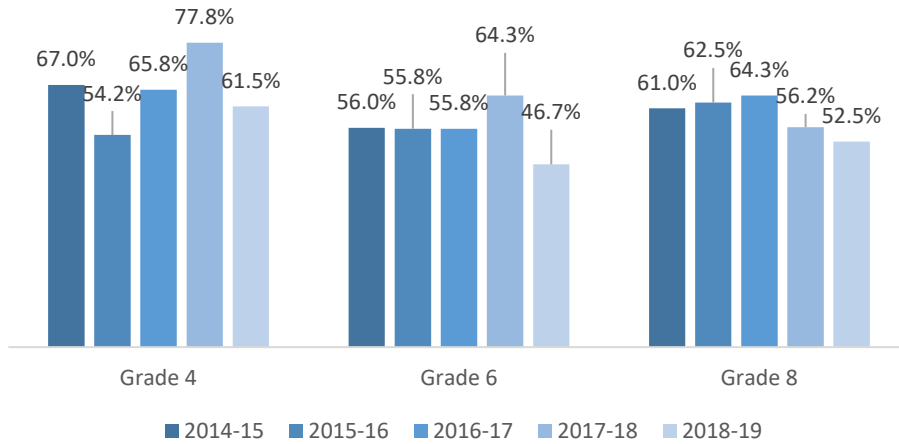
## Longitudinal Data 2015-2019



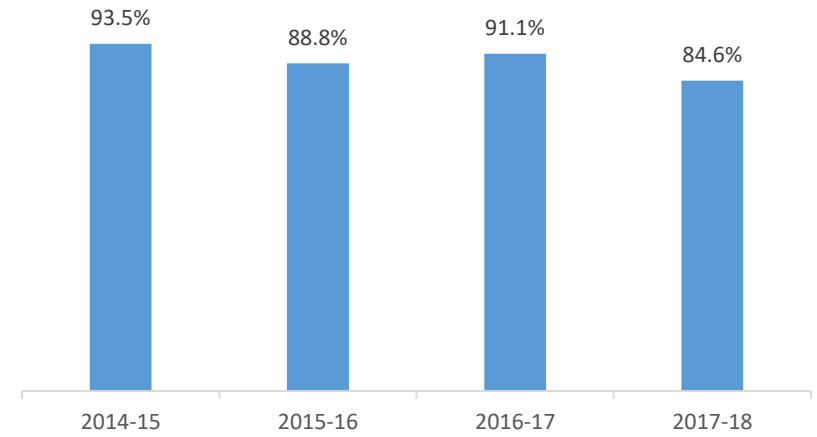
## DRG C Rankings (Comparison to 26 DRG C districts)

	2015-16	2016-17	2017-18	2018-19
<b>ELA</b>	4/26	5/26	2/26	5/26
<b>Math</b>	4/26	6/26	4/26	5/26

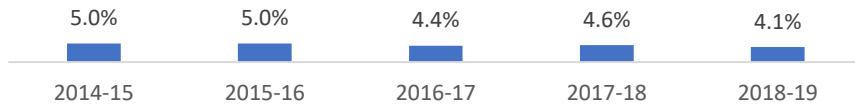
### Physical Fitness Tests



### % Students on Track to High School Graduation

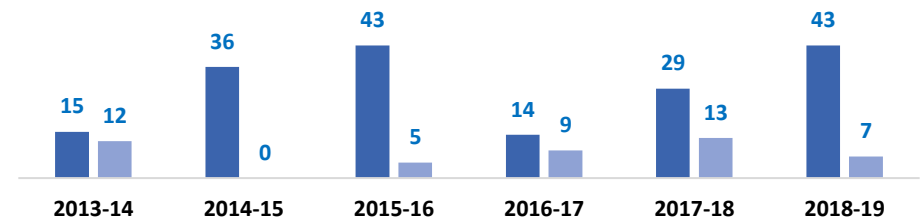


### Chronic Absenteeism (Percent of Students)



### Behavior (Number of Suspensions)

■ In School ■ Out of School



# Longitudinal Performance Indicators

## State Accountability Report

Results	2014-2015 %	2015-2016 %	2016-2017 %	2017-2018 %
ELA Performance Index – All Students	81.5	81.4	78.9	80.3
ELA Performance Index – High Needs Students	68.9	71.0	67.3	69.6
Math Performance Index – All Students	75.4	76.2	76.5	76.3
Math Performance Index – High Needs Students	63.1	65.7	66.4	66.7
Science Performance Index – All Students	69.6	68.4	65.1	n/a
Science Performance Index – High Needs Students	59.5	61.0	57.5	n/a

Results	2014-2015 %	2015-2016 %	2016-2017 %	2017-2018
Chronic Absenteeism – All Students	4.8%	5.0	4.4	4.6
Chronic Absenteeism – High Needs Students	8.5%	6.7	7.0	7.6

Results	2014-2015 %	2015-2016 %	2016-2017%	2017-2018%
On-track to High School Graduation	93.5%	94.5	91.1	84.6

Results	2014-2015 %		2015-2016 %		2016-2017 %		2017-2018%	
Physical Fitness (estimated part rate) and (fitness rate)	96.2	60.2	97	57.6	96.9	59.7	97.7	65.9